Identity and Belonging

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|  | Learning Activity | Resources | Homework etc |
| 1 | Make clear the purpose of the context – expressing their ideas on a particular theme/context in genuine forms of writing – expository, persuasive and imaginative  Some of the ideas have to come from a text  Use the context in Year 11 to become aware of the forms you excel in.  Students explore forms –  1 – Pairs brainstorm all forms they can think of - share with class  2 – Identify audience, purpose, language features, format features relating to audience and purpose.  How can you tell that it’s for the particular purpose and audience identified?  Do this with A3 pieces on butcher paper Number off class into groups of 4 – 5 (1-10) – 10 pieces of writing.  5 – 10 minutes each piece.  1 – What’s the form? Why?  2 – What’s the purpose of the writing and why do you think this?  3 – Who’s the audience? Evidence  4 – What do you admire in the writing?  5 – Evaluate the writing. What parts are effective and what not? Consider purpose and audience.  Ten to twenty minutes of silent reflection after this activity – writing down what they’ve learnt about these forms. At least ten points. At this point can do an individual walk around. | Show samples of writing from real world - news articles  Huffington Post  Guardian Australia |  |
|  | Our topic is identity and belonging.  STOL activity using photographs to stimulate discussion about both concepts  Ask the following questions – do think pair share – we let the two classes mingle and choose their partners  Why is important to have a strong sense of identity and belonging? What happens to people when they don’t?  Is location important in terms of belonging?  What effect does it have on a person if there is a significant difference in their own sense of identity and the ways other perceive them?  What part does gender play in forming our identity?  Are members of minority groups more likely to be proud and defensive about their identity?  How do we experience identity and belonging?  How much of our identity is determined by the communities to which we belong?  what does strong sense of identity and belonging give us?  Some answers?  Security  Self worth  Values come from the communites to which we belong  Students work on their own piece of writing – choose any of the formats they have looked at |  |  |
|  | Watch The Black Balloon – keeping in mind the ideas gathered from questions and discussions on the context.  General class discussion afterwards |  |  |
|  | Looking at chunks of the film and relating to ideas about the context |  |  |
|  | Second piece of writing |  |  |
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